

Seasonal Changes

K-4 The student will demonstrate an understanding of seasonal weather changes. (Earth Science)

K-4.2 Compare the weather patterns that occur from season to season.

Taxonomy level: 2.6-A Understand Factual Knowledge

Previous/Future knowledge: As with other indicators at this grade level, students will experience their first formal introduction to important science concepts. Students will further study this concept in 2nd grade (2-3) when they demonstrate an understanding of daily and seasonal weather conditions.

It is essential for students to start noticing weather and other daily events or patterns that affect them. Almost everything in nature has some type of pattern.

- There are patterns that are obvious, such as the seasons.
- Patterns in weather have a huge effect on our lives.
- For example, farmers rely on these patterns to know when it is the right time to plant their crops and fishermen rely on patterns to know when and where the best place to fish might be.
- People even plan their vacations based on the average temperature or annual snowfall in certain areas.
- The weather is a topic of great interest to all, and one that will engage students in a great education learning adventure.

Examples of some weather patterns that are appropriate to compare at this grade level are:

- Rainy days
- Sunny days
- Cloudy days
- Snowy days
- Windy days
- Stormy days

It is essential for students to know that weather changes follow a pattern called *seasons*. There are four different seasons that occur in a repeating pattern:

- Winter
- Spring
- Summer
- Autumn (Fall)

It is not essential for students to collect formal data such as amount of rainfall or temperature. Using weather instruments is a skill that students will add in 2nd grade (2-3.4) to the weather knowledge they are learning at this time.

Assessment Guidelines:

The objective of this indicator is to *compare* seasonal weather patterns; therefore, the primary focus of assessment should be to detect ways that these objects are alike and different. However, appropriate assessments should also require students to *match* pictures or diagrams of various activities, landscapes, or people characterizing weather related features to the appropriate seasons.